



READ 5315 LANGUAGE ARTS: THEORY AND INSTRUCTION

Spring 2018

READ 5315 *is a required course for the Master's in Reading and the Texas Reading Specialist Certification and elective for Curriculum & Instruction majors*

College of Education

Department of Language, Literacy and Special Populations

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Office hours: Mondays, Tuesdays, Wednesdays, Thursdays, Fridays online; other times by appointment; Thursdays 4:30-5:30 Woodlands Campus.

Day and time the class meets: Online course

Location of class: Online course

Course Description:

This version of READ 5315 is designed as an “on-line only” course. Emphasis is placed on discussing the problems of teaching English language arts, specifically written English, and exploring ways to integrate the process of composing into the classroom. It is assumed that learners in this course are practicing teachers and, subsequently, learning activities are designed to explore one’s own classroom practice. Prerequisites: None.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1). Developing skill in expressing oneself orally or in writing.
- 2). Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (writing and literacy).

Important:

- 1) Gaining factual knowledge (terminology, classifications, methods, trends)

Textbooks:

Gallagher, K. (2007). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME: Stenhouse Publishers. ISBN: 978-1-57110-780-0

Zygmunt, E. & Clark, P. (2016). *Transforming teacher education for social justice*. New York: Teachers College Press.

TK20 Account statement***For all reading majors TK20 Account required for this course***

Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession.

<https://tk20.shsu.edu/>

Course Format:

The content of this course is delivered using Blackboard. In addition; course concepts are learned through self-study, collaborative study, small group discussions and writer response groups.

Course Content and Calendar:

Module 1 (January 17 th)	Course overview, introductions
Module 2 (January 24 th)	Delpit articles Composing as communicative act Theoretical foundations for writing instruction The composing process Teachers as composers Responding to composers/writers
Module 3 (January 31 st)	<i>Transforming Teacher Education for Social Justice</i> Introduction and Chapter 1 and choose 2 of the articles. Development of writing Principles of beginning writing Strategies for beginning writers Strategies for middle school writers
Module 4 (February 7 th)	<i>Transforming Teacher Education for Social Justice</i> Chapter 2 and Bansberg and Berliner articles The writing environment Writing workshop Teaching craft lessons

Module 5 (February 14 th)	<i>Transforming Teacher Education for Social Justice Chapter 3 and Higgins and Miller article</i> Teaching writing without teaching to the test
Module 6 (February 21 st)	<i>Transforming Teacher Education for Social Justice Chapter 4 and articles/book excerpts</i> Writing genres: Informative, argument/persuasion, reports, multigenre
Module 7 (February 28 th)	<i>Transforming Teacher Education for Social Justice Chapter 5</i> Mentor texts
Module 8 (March 7 th)	<i>Transforming Teacher Education for Social Justice Chapter 6</i> Language arts across the curriculum Guiding literacy instruction with assessment
Spring Break (March 14 th)	Enjoy!
Module 9 (March 21 st)	<i>Readicide: Forward, Acknowledgments, Introduction, Chapter 1;</i> The Elephant in the Room
Module 10 (March 28 th)	<i>Readicide: Chapter 2:</i> Endangered Minds Understanding the Fourth-Grade Slump
Module 11 (April 4 th)	<i>Readicide: Chapter 3:</i> Avoiding the Tsunami Reading Volume and why this matters
Module 12 (April 11 th)	<i>Readicide: Chapter 4:</i> Finding the “Sweet Spot” of Instruction Close Reading
Module 13 (April 18 th)	<i>Readicide: Chapter 5:</i> Ending Readicide
Module 14 (April 25 th)	Independent Research
Module 15 (May 2 nd)	Teacher Inquiry Piece & PowerPoint and Writing Lesson Plan and Reflection due.

Course Requirements:

1. Assigned Readings, Courses Activities and Participation. Read the assigned texts and course narratives, complete the course activities and participate in whole class discussions over the required readings and course narratives.

130 points

2. Draft: Teacher Inquiry Piece. You will be required to research and write about a practice-based problem that is developed out of your teaching experience. (What have you noticed in your own classroom that puzzles you, intrigues you, stumps you or just plain bugs you. For example, you want your students to write more in a math journal or how do you get the boys in your classroom to write more, how do you motivate students in your class to read/write, etc.). You will select peer reviewed articles or texts for research to read. After researching your language arts topic, you will write a draft of a professional piece about the ways you transformed your teaching in the classroom. This piece can include a brief review of the literature on the topic plus what you have learned about your teaching and how you are doing things differently. It is generally between 1000-1500 words (8 to 10 pages). In addition, you will prepare a PowerPoint (or similar) of your research for colleagues to view. ***Draft of Teacher Inquiry Project Piece Guidelines and rubric can be found in the Rubrics folder.***

Draft of Professional Piece Paper and PowerPoint	150 points
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3. Write a Writing Lesson Plan, and reflect on the experience, and submit it through the Lesson Plan Dropbox on Blackboard. See ***Lesson Plan Guidelines*** and ***Lesson Plan Evaluation Rubric*** in the Rubrics folder

Lesson Plan	50 points
Lesson Plan Reflection	50 points

READING MAJORS*Lesson plan and reflection must be uploaded to TK-20 in order to receive your grade for this class.***** (If you are a reading minor or if this is an required course in another program area, you are not required to submit Lesson Plan and Reflection to TK20.)

EVALUATION :

Late work policy

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due. (NOTE: All due dates/times are based on Central Standard Time.) Submission of work after midnight will be considered late. All assignments must be completed in order to pass this course.

- Late assignments with rubrics lose a percentage of the points for that assignment: After one day -- one-third of the points; Two days -- one-half of the points. No assignments earn points after the second day, but must be completed.
- Late readings, viewings, or postings subtract from Professionalism points. One day -- minus 3 points; Two days -- minus 5 points; After two days -- minus 8 points.
- Rewrites: Any assignment that needs to be rewritten for content and/or grammar/mechanics will lose 2 points per section.

Course Evaluation:

Participation, course activities and reading discussions	130 points
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Draft of professional piece and PowerPoint
Lesson Plan
Lesson Plan Reflection

150 points
50 points
50 points
380 points

TOTAL POINTS

Letter grades: A= 92-100% B= 82-91% C= 81-75% D= 74% and below

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate candidates.

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)		Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator DDP- Dispositions/Diversity Proficiencies
Demonstrate that writing/composing are a part of the communication process	Participate as a member of a writing community in Writing Workshop.*	Published writing Draft of professional writing piece (researched based)	TS N	<u>1.35k, 1.36k, 1.40s</u> 5.1, 5.2, 5.3, 5.4

Incorporate instruction of grammar, usage, spelling, and other language conventions into writing instructional time.	Complete an individual inquiry on a topic related to the course objectives. Teach a writing lesson. *	Writers Workshop Support Group Lesson plan,	DDP CF	2, 3,4 1, 4,5
Apply the standards for language arts developed by professional organizations	Teach a writing lesson.*	Lesson plan Share and discuss lesson plans with other educators. Forum responses	TS N DDP CF	<u>2.2, 4.1, 4.2.4.3, 4.4</u> 5.1,5.2, 5.3, 5.4 1,3,5,6,7,8,9, 1,3,4,5
Write in different genres for different purposes, for differing audiences	Participate as a member of a writing community in Writing Workshop. *^	Writers Workshop Support Group Draft of professional writing piece (researched based)	TS N DDP CF	<u>1.37k, 1.412, 1, 1.42s</u> 2.2, 2.3 2, 3,4 1, 4,5
Examine language arts resources for best instructional practice.	Critique 5 professional language arts resources	Paper presentation	TS N DDP CF	<u>1.38k</u> 2.3,3.4, 2,3 1,2,4
Apply the composing process (precomposing, drafting, revising, editing, and publishing).	Participate as a member of a writing community in Writing Workshop. *	Published writing Writers Workshop Support Group	TS N DDP CF	<u>1.30k, 1.39s,1.48s</u> 5.2, 5.3 2,3,4 1, 3
Investigate the development nature of the writing process	Complete an individual inquiry on a topic related to	Draft of professional writing piece (researched based)	TS N	<u>1.29k, 1.36s, 1.38k</u> 2.1, 2.3, 4.3

and apply instructional strategies for each development stage.	the course objectives.* * Teach a writing lesson. *	Writers Workshop Support Group Lesson plan	DDP CF	2, 3,4 1, 4,5
Critique technological influences on the composing process.	Critique 5 professional language arts resources. *	Paper and discussion responses	TS N DDP CF	<u>1.38k</u> 2.1. 2.2, 2.3 2,3 1,2,4
Differentiate the ways in which the language arts are used throughout the curriculum.	Analysis of integration of the language arts in individual's school. *	Discussion responses Draft of professional writing piece (researched based)	TS N DDP CF	 1.2, 1.3, 2.2, 4.1, 4.2, 4.3 1,2,3,4,5,6,7 1,3,4,5

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for *specialty organization standards*: www.ira.org

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

Expectations:

Technology requirements. It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, conducting an online search, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete assignments. It is also necessary that students have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is also expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to hit the ground running. This is NOT a place to begin learning the technology skills.

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in

any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Bibliography:
(2008-2013)**

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Bernabei, G. , Hall, D. (2012). *The story of my thinking: Expository writing activities for 13 teaching situations*. Portsmouth, NH: Heinemann.

Bernabei, G., Hover, J., & Candler, C. (2009). *Crunchtime: Lessons to help students blow the roof off writing tests—and become better writers in the process*. Portsmouth, NH: Heinemann.

Fredricksen, J. E., Wilhelm, J.D., & Smith, M.W. (2012) *So, what's the story?: Teaching narrative to understand ourselves, others, and the world*. Portsmouth, NH: Heinemann.

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Kittle, P. (2008). *Write beside them: Risk, voice, and clarity in high school writing*. Portsmouth, NH: Heinemann.

Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child*. San Francisco, CA: Josey—Bass.

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**Bibliography:
(2007-1990)**

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- Murray, D. (2003). *A writer teaches writing revised*. NH: Heinemann.
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- Romano, T. (2000). *Blending genre, altering style: Writing multigenre papers*. NY: Boynton/Cook.
- Romano, T. (2004). *Crafting authentic voice*. NH: Heinemann.
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- Smith, M. W., Wilhelm, J. D. (2002). *Reading don't fix no Chevys: Literacy in the lives of young men*. Portsmouth, NH: Heinemann.
- Smith, M. W., Wilhelm, J. D. (2006). *Going with the flow: How to engage boys (and girls) in their literacy learning*. Portsmouth, NH: Heinemann.
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